

# **STRATEGIES FOR WRITTEN EXPRESSION**

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These strategies are found in materials written by Drs. Anita Archer and Mary Gleason: *REWARDS PLUS*, *REWARDS Writing* (Sopris West) and *Skills for School Success* (Curriculum Associates).

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# POWER

<b>P</b>	<b>= Prepare</b>
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<b>O</b>	<b>= Organize</b>
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<b>W</b>	<b>= Write</b>
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<b>E</b>	<b>= Examine</b>
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<b>R</b>	<b>= Repair</b>
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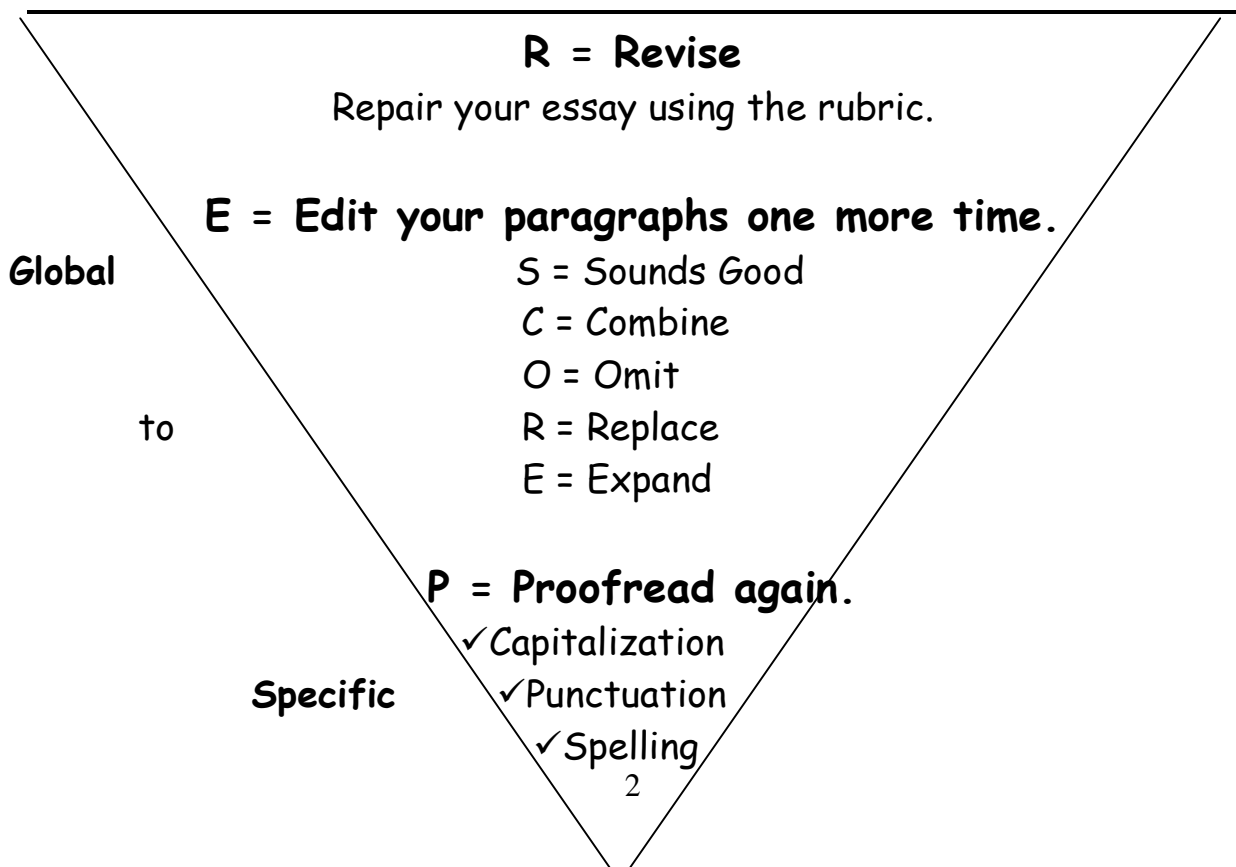
**P = Prepare** T = Topic      ★ Think Only? or  
A = Audience      Collect Evidence  
P = Purpose      ★ Brainstorm reasons.  
(Form)

**O = Organize** Complete Think Sheet.  
Paragraphs in Body  
-List  
-Cross-out  
-Connect  
-Number

**W = Write** Transcribe your ideas into  
complete sentences.

**E = Examine** Examine your essay using the  
rubric.

**R = Repair**



# **Introductions**

G = Gutsy statement or question

R = Relevant example

A = Appeal to emotions

B = Background knowledge

# **Conclusions**

W = Write a summary.

R = Respond to a question.

A = Ask for action.

P = Predict an outcome.

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# **HOW Should Your Papers Look?**

## **H = Heading**

1. First and last name
2. Today's date
3. Subject/Period
4. Page number if needed

## **O = Organized**

1. On the front side of the paper
2. Left margin
3. Right margin
4. At least one blank line at the top
5. At least one blank line at the bottom
6. Uniform spacing

## **W = Written neatly**

1. Words and numbers on the lines
2. Words and numbers written neatly
3. Neat erasing or crossing out

*Skills for School Success, Curriculum Associates*

# Spelling a Word

## **1. Look and Copy**

(Look for the word. Copy the word.)

## **2. Spelling a short word**

- a. Say the sounds slowly.
- b. Write the letters.
- c. Look at the word. Does it look like the word?

### **Spelling a longer word**

- a. Say the parts of the word.
- b. Write the parts. Use the sounds, prefixes, and suffixes.  
Use the rules for combining parts.
- c. Look at the word. Does it look like the word?

## **3. Ask someone how to spell the word.**

- a. Ask your partner**
- b. Ask the teacher.**

(If your teacher is not near, underline the word. Keep writing. When your teacher is near, ask for the spelling of the word.)

## **4. Look up the word**

(Use a glossary, dictionary, or electronic source.)

## **5. Try another word.**